

## LOWER RICHLAND HIGH

2615 Lower Richland Blvd.  
Hopkins, S. C. 29061

**GRADES** 9-12 High School

**ENROLLMENT** 1,664 Students

**PRINCIPAL** Leevette E. Malloy 803-695-3000

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**AVERAGE**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	13	7	3	0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Excellent	N/A
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Average	Average	No
<b>2004</b>	Average	Excellent	No

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	60.4	N/A	N/A	72.4	N/A	N/A
<b>Passed 1 subtest</b>	21.3	N/A	N/A	14.4	N/A	N/A
<b>Passed no subtests</b>	18.4	N/A	N/A	13.7	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	93.9%	94.7%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	4.9	10.8
<b>Seniors who met the SAT/ACT requirement</b>	4.9	11.0
<b>Seniors who met the grade point average</b>	47.9	46.3

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	333	174
<b>Number of Diplomas</b>	259	128
<b>Rate</b>	77.8%	74.4%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	314	93.9	288	4.9	333	77.8	YES
Gender							
Male	141	93.6	127	5.5	160	68.1	N/A
Female	172	94.2	161	4.3	173	86.7	N/A
Racial/Ethnic Group							
White	52	98.1	37	24.3	46	80.4	N/A
African-American	254	92.9	244	2.0	278	77.3	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	7	100.0	6	0.0	9	77.8	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	291	95.5	262	5.3	293	84.6	N/A
Disabilities other than speech	23	73.9	26	0.0	40	27.5	YES
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	310	94.2	288	4.9	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	1	I/S	N/A
Non-Limited English Proficient	310	94.2	288	4.9	325	77.5	N/A
Socio-Economic Status							
Subsidized meals	129	90.7	111	1.8	132	71.2	N/A
Full-pay meals	181	96.7	177	6.8	201	82.1	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	392	96.9	21.6	32.5	34.2	11.7	53.8	YES	YES
<b>Gender</b>									
Male	191	94.8	26.6	36.2	26.6	10.7	45.2	N/A	N/A
Female	201	99.0	16.9	29.1	41.3	12.7	61.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	54	98.1	15.7	21.6	33.3	29.4	68.6	YES	YES
African-American	333	96.7	21.6	34.8	34.5	9.0	51.9	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	339	97.9	14.4	34.5	37.6	13.5	59.9	N/A	N/A
Disabled	53	90.6	70.2	19.1	10.6	N/A	12.8	YES	NO
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	392	96.9	21.6	32.5	34.2	11.7	53.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	392	96.9	21.6	32.5	34.2	11.7	53.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	175	96.6	28.6	33.5	31.7	6.2	44.7	YES	YES
Full-pay meals	217	97.2	16.1	31.7	36.1	16.1	61.0	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	392	96.7	35.3	40.8	18.6	5.2	34.8	YES	YES
<b>Gender</b>									
Male	191	94.2	44.9	35.8	14.8	4.5	31.3	N/A	N/A
Female	201	99.0	26.5	45.5	22.2	5.8	38.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	54	98.1	27.5	27.5	29.4	15.7	56.9	YES	YES
African-American	333	96.4	36.2	43.0	17.2	3.6	31.4	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	339	97.9	29.8	43.6	20.7	6.0	38.6	N/A	N/A
Disabled	53	88.7	73.9	21.7	4.3	N/A	8.7	NO	NO
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	392	96.7	35.3	40.8	18.6	5.2	34.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	392	96.7	35.3	40.8	18.6	5.2	34.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	175	96.6	45.3	39.1	12.4	3.1	24.8	NO	YES
Full-pay meals	217	96.8	27.5	42.2	23.5	6.9	42.6	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
--	------------	-----------------------	--------------------------------------	--------------------

Students (n= 1,664)

Retention rate	11.9%	Down from 12.4%	9.4%	9.1%
Attendance rate	96.6%	Down from 96.7%	95.7%	96.0%
Eligible for gifted and talented	12.2%	Up from 0.1%	4.9%	5.8%
With disabilities other than speech	14.2%	Up from 13.1%	14.3%	12.7%
Older than usual for grade	10.2%	Down from 12.0%	11.5%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Down from 2.2%	1.6%	1.6%
Enrolled in AP/IB programs	13.6%	Up from 7.1%	10.2%	10.2%
Successful on AP/IB exams	28.2%		33.3%	53.8%
Annual dropout rate	1.5%	Down from 2.0%	2.7%	2.7%
Career/technology students in co-curricular organizations	12.5%	Up from 8.8%	7.3%	3.6%
Enrollment in career/technology center courses	1193	Up from 984	364	466
Students participating in worked-based experiences	15.6%	Up from 14.1%	22.2%	25.7%
Career/technology students mastering core competencies	66.3%	Down from 71.5%	75.5%	77.7%
Career/technology completers placed	99.4%	Down from 99.5%	98.5%	99.3%

Teachers (n= 104)

Teachers with advanced degrees	48.1%	Up from 45.9%	49.8%	52.0%
Continuing contract teachers	63.5%	Up from 60.4%	82.6%	82.1%
Highly qualified teachers**	89.1%	N/A	90.9%	89.5%
Teachers with emergency or provisional certificates	13.2%		8.6%	8.6%
Teachers returning from previous year	77.4%	Up from 72.4%	85.8%	86.2%
Teacher attendance rate	93.4%	Down from 95.1%	94.7%	95.3%
Average teacher salary	\$40,448	Up 5.8%	\$40,576	\$41,060
Prof. development days/teacher	8.1 days	Up from 7.9 days	10.4 days	10.6 days

School

Principal's years at school	1.0	Down from 2.0	4.0	3.0
Student-teacher ratio in core subjects	26.4 to 1	Down from 27.8 to 1	26.0 to 1	26.4 to 1
Prime instructional time	88.5%	Down from 90.6%	88.8%	90.0%
Dollars spent per pupil*	\$6,506	Up 3.0%	\$6,434	\$6,310
Percent of expenditures for teacher salaries*	58.0%	Up from 57.6%	58.2%	57.9%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	95.1%	Down from 96.4%	92.0%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2003-2004 school year, Lower Richland High School provided a variety of academic programs and extra-curricular activities to approximately 1650 students of the Lower Richland community in Richland County. Lower Richland High School provided students with opportunities to increase their SAT/ACT scores. Students participated in SAT/ACT classes during the school day, utilized SAT/ACT coach software in the computer labs, attended tutorial sessions, and answered SAT/ACT questions of the day. These efforts resulted in a 47-point increase in SAT scores. Students were recognized as National Achievement Finalists, National Merit Commended, Palmetto Fellows, Life Scholars, Richland One Academic All Stars, and Richland One High School Scholars. AP enrollment increased 200% and students' passage rates on these exams increased 11%.

The CATE programs at Lower Richland High School were successful during the 2003-2004 school year. Members of CATE student organizations were national, state, and district winners. The FBLA student organization held state level offices.

We recognize that all of our stakeholders are a key component to creating an effective school. Many of our parents, community members, and business partners participated in the PTSA, SIC, and Booster Clubs. We are in the initial stages of creating the Lower Richland High School Education Foundation. We have a core group of parents, community members, and Fort Jackson soldiers who serve as volunteers and mentors.

As a part of the Smaller Learning Communities' Grant that was received by Lower Richland High School, a Freshman Academy and an 8.5 Program will be implemented in the Fall of 2004. Students will also be required to complete senior projects as a part of the High Schools That Work initiative.

Principal, Leevette E. Malloy

SIC Chairperson, Jimmie Flemming

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	94	208	32
Percent satisfied with learning environment	62.2%	50.3%	65.6%
Percent satisfied with social and physical environment	64.8%	60.0%	59.4%
Percent satisfied with home-school relations	40.7%	68.9%	41.9%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.